West Clermont Walk-Through Observation Feedback Form for Small High Schools

School	Date	Time	Observer	
The Students Were:		The Teacher Was:		
On task in challenging/engaging work (80% or more) Writing or creating original work Taking a test or quiz Completing projects Completing worksheets Using technology Listening and / or responding Answering rote or knowledge-level questions Answering higher order questions Initiating higher order questions Working in groups Self-directed, self-initiated Completing or correcting homework assignment At the overhead projector Reading Speaking in front of, or presenting to, class In class, downtime Transitioning between classes or activities		Lo H Fra D R R U A A U In C Si G A In	Specifying expectations & desired behavior Lecturing or assigning to whole group Helping individual students Facilitating small groups Demonstrating or modeling a task Reading to or with students Using multiple questioning strategies Asking higher order questions Asking knowledge-level or procedural questions Using wait time effectively Using or modeling technology In front of class Circulating among students Sitting or standing behind desk (or podium) Giving direct instruction At the overhead projector In class, downtime Transitioning between classes or activities	
Evidence of Schoolwide & District Expectations: Objectives clearly stated or cited Standards or curriculum objectives evident Student data posted Critical thinking / questioning skills used Process or strategy charts in room and used by students Reading: comprehension strategies Emphasis on non-fiction Writing process (e.g., prompts, conferencing) Differentiation of instruction Student agenda used & updated Problem of the Day (DOL, DOM, OPT) Character initiatives / respect Cooperative/collaborative classroom Personalization Instruction focused on small school's curriculum Curriculum integration Rubrics in use Notes:		HAInSISIERRRRRRRRRRRRRRRRR	Evidence of Positive Climate & Teacher Efficacy: High expectations for all Appropriate student praise Instruction appropriate to students Student work displayed Specific constructive feedback Equitable, consistent application of rules Respectful behavior / positive regard Relearning or reevaluation of material Room was without clutter Effective time management Efficient materials management Real-world connections / student interests Assessment (rubrics, student-generated) Relearning or reevaluation of material Cooperative/ collaborative classroom Positive personal interactions with student Procedures in place and being used	